

ABSTRAK

Dorkas (1308137). “Kemampuan Membaca Ujaran Siswa Tunarungu dalam Pembelajaran Membaca Ujaran melalui Metode Maternal Reflektif Di SLBN-A Citeureup Kota Cimahi”.
Pembimbing: (1) Dr. Sima Mulyadi, M.Pd

Skripsi, Departemen Pendidikan Khusus, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, 2018.

Penelitian ini bertujuan untuk mengungkap serta mendeskripsikan tentang pelaksanaan pembelajaran bahasa melalui metode maternal reflektif, kemampuan membaca ujaran anak tunarungu beserta faktor-faktor yang mempengaruhi kemampuan membaca ujaran anak tunarungu tersebut di SLBN-A Citeureup Cimahi. Pendekatan penelitian ini yang digunakan yaitu deskriptif kualitatif, dengan jenis penelitian studi kasus. Subjek penelitian adalah tiga anak tunarungu kelas III yang bersekolah di SLBN-A Citeureup Cimahi, dengan informan guru kelas, terapi wicara dan siswa. Teknik pengumpulan data yang digunakan dalam penelitian adalah metode observasi, wawancara dan dokumentasi. Keabsahan data dengan ketekunan pengamatan dan triangulasi data. Metode analisis data yang digunakan adalah deskriptif kualitatif dengan melalui tahap reduksi data, display data dan pengambilan kesimpulan. Hasil penelitian menggambarkan bahwa diantaranya sebagai berikut: 1) Kegiatan pembelajaran bahasa melalui MMR di kelas dasar III terdiri dari perdati (percakapan dari hati ke hati) dan percamsi (percakapan membaca ideovisual transisi) yang dilaksanakan pada hari berbeda dengan RPP yang berbeda pula. Setelah kegiatan perdati dilaksanakan latihan refleksi. 2) kemampuan membaca ujaran anak tunarungu, khususnya bagi ketiga subjek terlihat bervariasi, hal tersebut didasarkan atas potensi dan kemampuan masing-masing siswa yang beragam seiring dengan perbedaan karakteristiknya masing-masing sebagai tunarungu. Kemampuan membaca ujaran ketiga subjek tersebut sudah berkembang seperti halnya sudah dapat meniru ucapan baca gerak bibir, dapat membaca visualisasi dan dapat menulis walaupun hasilnya belum maksimal, dikarenakan mereka hanya dapat menggunakan bahasa sehari-hari berdasarkan pengalaman yang pernah dialaminya saja, sehingga terbatas dalam mengenal bunyi kata-kata ujaran. 3) faktor-faktor yang mempengaruhi kemampuan membaca ujaran anak tunarungu di SLBN-A Citeureup Cimahi meliputi faktor internal yang bersumber dari karakteristik anak tunarungu, yaitu kemampuan kognitif; tingkat kemampuan mendengar; dan kemampuan artikulasi dan faktor eksternal yang merupakan faktor yang terpengaruh dari lingkungan di luar individu anak tersebut ialah ventilasi dan pengaturan cahaya yang dikelola di kelas dan di ruang artikulasi secara baik; ketepatan dan keterampilan serta kreativitas dalam penggunaan metode pembelajaran dan latar belakang pribadi guru dan terapi wicara.

Kata Kunci: *Anak Tunarungu, Metode Maternal Reflektif, Kemampuan Membaca Ujaran*

Dorkas, 2018

KEMAMPUAN MEMBACA UJARAN SISWA TUNARUNGU DALAM PEMBELAJARAN MEMBACA UJARAN MELALUI METODE MATERNAL REFLEKTIF DI SLBN-A CITEUREUP KOTA CIMAH

ABSTRACT

Dorkas (1308137). *“Speech-reading Ability of Deaf Students at Speech-reading Learning through Reflective Maternal Method in SLBN-A Citeureup Kota Cimahi”*. **Pembimbing: (1) Dr. Sima Mulyadi, M.Pd**

Kemampuan Membaca Ujaran Siswa Tunarungu dalam Pembelajaran Membaca Ujaran Melalui Metode Maternal Reflektif Di SLBN-A Citeureup Kota Cimahi

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This study aims to reveal and describe the ability to read the speech-reading ability of children with hearing impairment as well as factors that affect speech-reading ability of children with hearing impairment in SLBN-A Citeureup Cimahi. This research approach used is descriptive qualitative. The subjects were three children with hearing impairment class III who attended SLBN-A Citeureup Cimahi, with informants are classroom teacher and speech therapist. Data collection techniques used in the research is the method of observation, interview and documentation. Data validity applied observational persistence and data triangulation. Data analysis method used is descriptive qualitative through four phases, which are collecting data, data reduction, display data and conclusion. The results of this study illustrate that among others as follows: 1) Language learning activities through MMR in the third grades (transitional classes were divided into perdati (conversation from heart to heart) and percamsi (conversational reading ideovisual transition) held on different day with different RPP (lesson plan). After perdati activities carried out an exercise of reflection. 2) Speech-reading ability of children with hearing impairment, especially for the three selected subjects look varied because based on the potential or ability of each of which varies along with the different characteristics of each students. Speech-reading ability from the three subjects has developed as well as being able to imitate lip-reading utterances, can read visualization and deposit, and can write but the results are less than maximized, because the problem is at the level of the child's deafness as they are less expressive spontaneously, they can only use daily language based on experiences that he has experienced so limited that they have known the sound of words utterances. 3) Factors that affect speech-children ability of children with hearing impairment in SLBN-A Citeureup Cimahi include internal factors that come from the characteristics of children with hearing impairment, that is cognitive ability; level of listening ability; and the ability of articulation, and external factors that are the factors that are affected by the environment outside of the child's individual are the well managed classroom ventilation and lighting arrangements and in the articulation room; accuracy and skills, also creativity in the use of learning methods and personal background of teachers and speech therapist.

Keyword: Children with Hearing Impairment, Reflective Maternal Method, Speech-reading Ability

Dorkas, 2018

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